



School Education Group

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RESULTS ON THE EFFICACY OF **Treasures**,
A K-6 Reading Curriculum in Six U.S. School Districts

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This document represents findings from research conducted in a variety of school districts serving urban, suburban, and rural communities throughout the United States. We are proud to share with you a sample of what we have learned about Macmillan/McGraw-Hill's K-6 reading/language arts program, *Treasures*, and its effect on children's reading achievement.

Macmillan McGraw-Hill's **Academic Research Plan** for *Treasures* and its coordinated programs, *Little Treasures* (PreK), *Reading Triumphs* (Intervention), *Treasure Chest* (English Learners), and *Tesoros de lectura* (K-6 Spanish Reading Program), has been ongoing since the initial planning and development of the programs. The early research focused on new reading strategies, such as the effectiveness of retelling cards, prior to program development. With the initial publication of *Treasures* in 2005, we followed the program's implementation in many newly adopting districts throughout the country. We observed their program implementation process as well as the training and data collection activities, producing case studies that have and will continue to inform our ongoing data analyses and interpretation for many years to come.

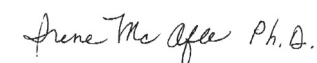
All of our research projects were conducted by independent, third-party research partners who have received national recognition for producing high-quality work. **Westat, Inc.**, in Rockville Maryland, and Empirical Education, in Palo Alto, California, are two of the research firms contracted to carry out our research plans. Our reports include the following:

- Sorongon, A. G., & Frechtling, J., (2009) *Little Treasures: What Children are Learning*. Rockville, Maryland: Westat, Inc
- Bacon, D. R. & Martel, D. (2009) *The Effects of Treasures Reading Program on School-Level Student Reading Scores, Second-Year Implementation*. Denver, CO: MDR
- La Cruz, M. (2008) *Comparative Effectiveness of Macmillan McGraw-Hill's Treasure's Reading program*, Palo Alto, CA: Empirical Education, Inc.
- *An Overview of Research Reports on the Efficacy of the K-6 Macmillan McGraw-Hill: Reading Curricula: Treasures, Reading Triumphs, and Treasure Chest*. (2008) In Association with Westat, Inc.

Currently, we are conducting gold standard studies in Florida on *Reading Triumphs* and *Treasure Chest*. In addition, we have recently begun an efficacy study on *Tesoros de lectura* in Wichita, Kansas. All the studies we conduct reflect our broad commitment to research with designs that are appropriate for the various phases of program development.

The results included in this document present an exciting sample of what we have learned about *Treasures* and its effect on reading achievement in a wide variety of districts across the nation.

Sincerely,



Irene E. McAfee
Director of Academic Research
Learning Solution Group
McGraw-Hill Education

New York City Public Schools

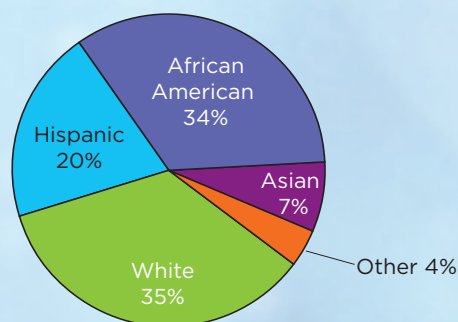
NEW YORK CITY TREASURES OVERVIEW

The New York City Department of Education is the largest system of public schools in the United States, serving about 1.1 million students in nearly 1,500 schools. The Borough of Brooklyn enrolls about 300,000 students.

In New York City students are assigned to one of 32 Community School District zones, according to their address of residence.

A large portion of the Macmillan McGraw-Hill *Treasures* adoptions in NYC occurred in Brooklyn. These schools have seen improved learning outcomes and increases in the percent proficient on the New York State assessment for reading over time. Specific examples are presented.

Brooklyn, NY — Borough Demographics



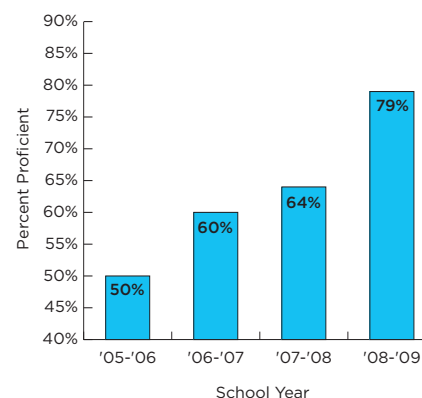
Source: 2000 Census Data for Borough of Brooklyn in New York

PUBLIC SCHOOL 66, BROOKLYN, NY GRADES 3 AND 5 STATE READING SCORES

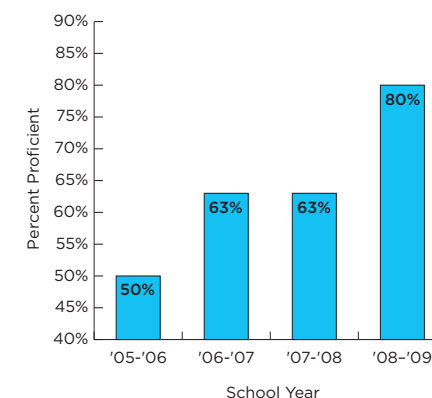
Public School 66 enrolls 707 students in Grades K-8 and is part of Geographic District 18 in Brooklyn. Eighty-seven percent of the students are Black, 9% Hispanic and the remaining 4% from

other ethnicities. Since adopting the *Treasures* program in 2005, the percent of proficient grade 3 students in reading has increased from 50% to nearly 80% in 2008-2009.

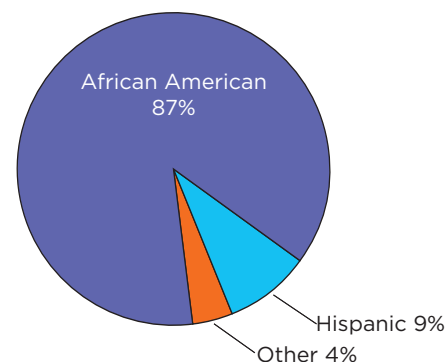
Grade 3 Reading Scores Over Time
P.S. 66, Brooklyn, NY



Grade 5 Reading Scores Over Time
P.S. 66, Brooklyn, NY



Enrollment Of Racial/Ethnic Groups
P.S. 66, Brooklyn, NY

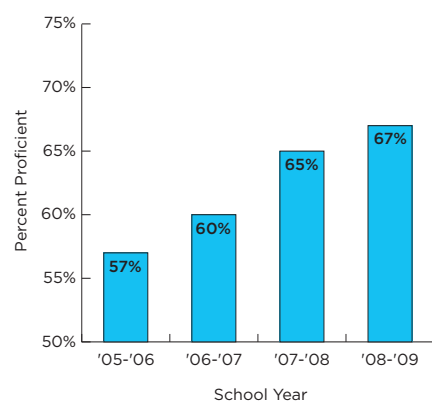


**PUBLIC SCHOOL 115 DANIEL MUCATEL
SCHOOL, BROOKLYN, NY
GRADES 3 AND 5 STATE READING SCORES**

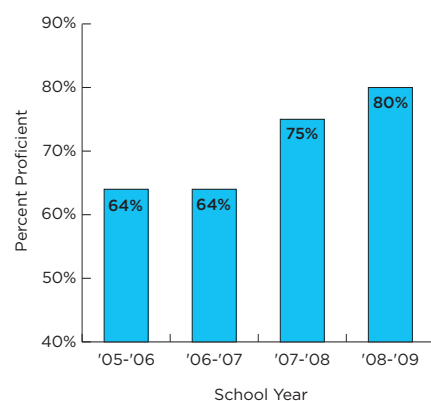
Public School 115 Daniel Mucatel enrolls 1,182 students in Grades K-5 and is part of Geographic District 18 in Brooklyn. Eighty-seven percent of the students are Black, 5% Hispanic, 3% White, 3% Asian

and 2% of other ethnicities. Since adopting the *Treasures* program in the 2006-2007 school year, the percent of grade 3 students scoring proficient in reading has increased nearly 10%.

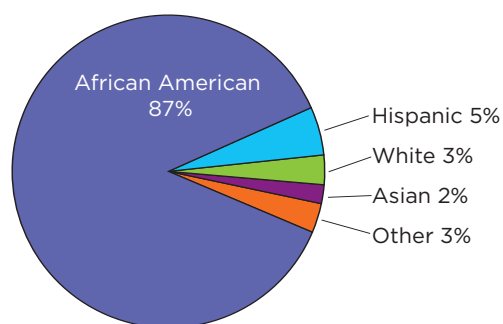
**Grade 3 Reading Scores Over Time
P.S. 115 Daniel Mucatel, Brooklyn, NY**



**Grade 5 Reading Scores Over Time
P.S. 115 Daniel Mucatel, Brooklyn, NY**



**Enrollment Of Racial/Ethnic Groups
P.S. 115 Daniel Mucatel, Brooklyn, NY**

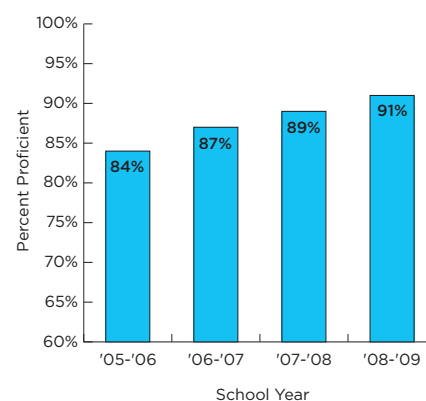


**PUBLIC SCHOOL 380 JOHN WAYNE
ELEMENTARY SCHOOL, BROOKLYN, NY
GRADES 3 AND 5 STATE READING SCORES**

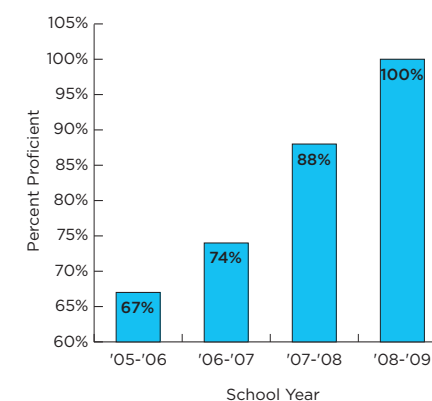
Public School 380 John Wayne Elementary School enrolls 479 students in Grades K-5 and is part of Geographic District 14 in Brooklyn. Sixty-seven percent of the students are Hispanic, 25% Black, 7% White and 1% of other ethnicities.

The school adopted the *Treasures* program in the 2006-2007. Over time, the percent of grade 3 students scoring proficient increased from 84% in 2005-2006 to 91% in 2008-2009.

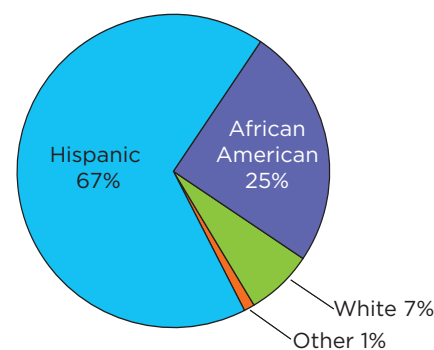
**Grade 3 Reading Scores Over Time
P.S. 380 John Wayne Elementary
School, Brooklyn, NY**



**Grade 5 Reading Scores Over Time
P.S. 380 John Wayne Elementary
School, Brooklyn, NY**



**Enrollment Of Racial/Ethnic Groups
P.S. 380 John Wayne Elementary
School, Brooklyn, NY**

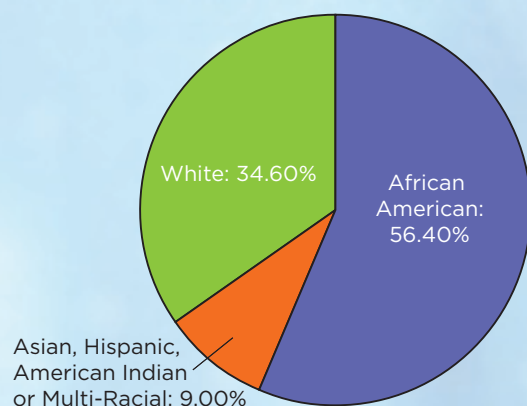


Pittsburgh Public Schools

ABOUT THE DISTRICT

The Pittsburgh Public Schools is the largest of 43 school districts in Allegheny County and second largest in Pennsylvania. The district serves nearly 29,000 students K-12 in 65 schools. Of these 65 academic institutions, 32 schools use the *Treasures* reading program—18 schools are K-5 and 14 schools are K-8. Of the 14,651 students in these schools using the *Treasures* program, 56.4 percent are African American and 34.6 percent are White. The remaining 9 percent of students are either Asian, Hispanic, American Indian or multiracial. Within the district, 68 percent of students are eligible for the free and reduced-price lunch program.

PITTSBURGH PUBLIC SCHOOLS ENROLLMENT OF RACIAL/ETHNIC GROUPS



SELECTING MACMILLAN MCGRAW-HILL TREASURES PROGRAM

The Pittsburgh Public School District (PPS) adopted the Macmillan McGraw-Hill (MMH) *Treasures* reading program in the 2006-07 school year. "In the primary grades, phonemic awareness and phonics are always a struggle. This is true in all urban districts," says Pittsburgh Roosevelt (PreK-5) Principal Vince Lewandowski, who served as a member of the district's adoption committee. "Looking at the intermediate grades, we were seeing phonics was still an issue for some students, but the bigger problem was with comprehension."

The district adoption committee reviewed a number of programs, but the MMH *Treasures* program was selected for several key reasons:

- The length of the program (30 weeks vs. 36 weeks) allows for better pacing and ensures all content can be covered from year to year, allowing teachers and students to fully complete the program.
- Weekly unit assessments are aligned to the Pennsylvania System of School Assessment (PSSA) format, with weekly assessments using similar question stems and formatting, as well as cold reads for comprehension.

- The quantity of nonfiction and the integration of three readings for each story — a companion story, main story and introduction to vocabulary.
- Stronger emphasis on phonics throughout the program, including a weekly spelling pattern that matched the phonics introduced during the week and an intervention program that is also phonics-based (*Reading Triumphs*).

"I FIND MYSELF FEELING A SENSE OF ACCOMPLISHMENT AND A SENSE OF FOCUS."

Testimonial from teacher at Pittsburgh Roosevelt (PreK-5)

PROGRAM USAGE

Teachers in grades K-5 use the core reading curriculum, *Treasures*, along with *Reading Triumphs*, an intervention program for struggling readers, *Treasure Chest*, a program for English language learners, and *Little Treasures*, a pre-K curriculum.

For PPS the biggest advantage of the program is the material for differentiated instruction. "Teachers must meet the needs of all students in the classroom," explains Lewandowski. "The program is laid out in a way that is easy for teachers to manage their classrooms. With skill-specific lessons every week, teachers can work with students at their individual learning level, identify specific skill gaps and remediate quickly."

Lewandowski sees another advantage in his school that he describes as a byproduct of the program — students taking responsibility for their own learning. Working in small groups, the students understand the expectations and know the routines. They begin to provide feedback and hold each other accountable within their group. They understand the exercises and what they should be doing and enjoy the active environment the program creates.

And the teachers? District-wide, teachers continue to praise the high-quality literary and informational text selections in the curriculum, especially as they are presented in the Leveled Readers. Teachers feel that non-fiction is the key to meeting the literacy needs of their students, most of whom lack foundational prior knowledge leading to initial comprehension. At Pittsburgh Roosevelt, teachers tell Lewandowski that they would never want to go back to teaching whole group again — it was just too boring.

“THE PERCENTAGE OF STUDENTS WHO TESTED PROFICIENT WENT UP, AND THE PERCENTAGE WHO TESTED BELOW BASIC WENT DOWN. WE ARE ESPECIALLY PLEASED TO SEE THE INCREASE IN PROFICIENCY FOR 3RD GRADE READING SINCE THIS IS AN IMPORTANT MARKER IN CHILDREN’S LIVES AND A MAJOR GOAL IN EXCELLENCE FOR ALL.”

Superintendent Mark Roosevelt of Pittsburgh Public Schools.

PROGRAM RESULTS

Since adopting the MMH *Treasures* program, the district has made substantial progress in raising student achievement levels across the board with accelerated progress on District priorities. District goals exceed what is required for compliance with No Child Left Behind (NCLB) and include students moving to the advanced levels. This year’s students showed progress in moving to the advanced level on 12 of 14 PSSA (Pennsylvania System of School Assessment) exams, with a 4.4% increase in Reading gains in grade 5. In grade 3, this year’s increase added up to a 15.3 point or 31.4% over 3 years.

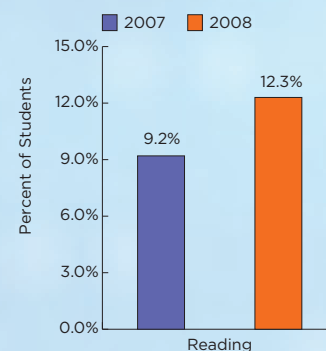
Another of the District’s goals is reducing the number of students performing at the below basic level. This year’s students showed progress in moving out of below basic on 11 of 14 PSSA exams. Reductions in below basic were 5.1 points or 21.4% in grade 3 Reading from last year.

Pittsburgh Public Schools Spotlight

The district’s Excellence for All plan highlights 3rd grade as a pivotal year for reading, and the Superintendent set a 2009 goal of at least 80% of students reading at grade level by the end of grade 3. Introduced for the 2006-2007 school year, eight Accelerated Learning Academies (ALA) were established to help low-achieving students ‘catch-up’ as well as challenge every student to higher levels of achievement. These schools use a model built on the best educational practices in the U.S. and abroad and designed to engage students, reduce discipline issues, and support differentiated instruction.

STUDENTS IN ACCELERATED LEARNING ACADEMIES POSTED A 3.1 POINT (33.7%) INCREASE IN ADVANCED READING OVER LAST YEAR.

PSSA Reading Advanced Improvements for ALA’S, Grades 3 Through 8 Combined, Over Last Year

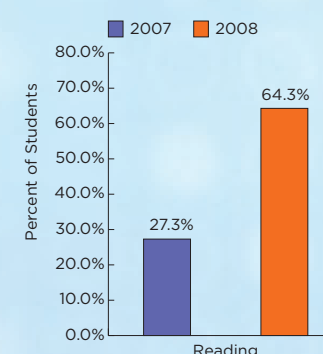


Data Source: 2007-2008 Preliminary PSSA data from the Pennsylvania Department of Education

Pittsburgh’s Accelerated Learning Academies (ALA) showed growth in student achievement. Students in ALAs posted a 3.1 point or 33.7% increase in advanced reading over last year.

GRADE 3 READING PROFICIENCY: STUDENTS IMPROVED 37.0 POINT (135.5%) FROM LAST YEAR

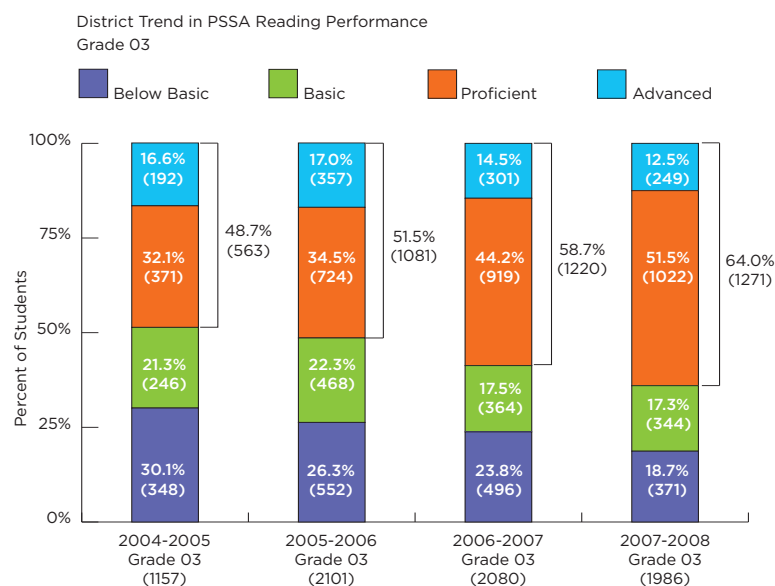
Pittsburgh Arlington ALA Reading Proficiency in Grade 3



Data Source: 2007-2008 Preliminary PSSA data from the Pennsylvania Department of Education

Students from Pittsburgh’s Arlington ALA posted the largest increase in 3rd grade Reading proficiency district-wide. Arlington was among nine elementary schools with more than a 10 point increase in 3rd grade Reading proficiency.

GRADE 3 READING PROFICIENCY: THIS YEAR'S 5.3 INCREASE MEANS THAT STUDENTS IMPROVED 15.3 POINTS (31.4%) OVER 3 YEARS



Data Source: 2007-2008 Preliminary PSSA data from the Pennsylvania Department of Education

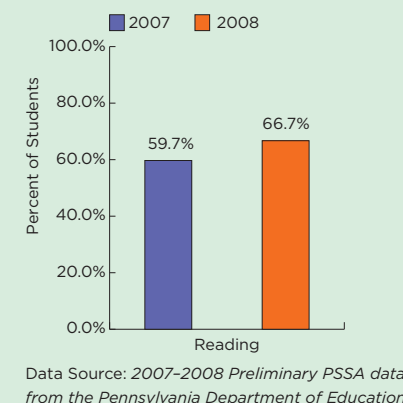
"All of these test results must be looked at in context," explains PPS Superintendent Mark Roosevelt. "Last year [2006-2007] was a year of extraordinary change with so many students going to new schools, the introduction of our new Accelerated Learning Academy school model, and the implementation of new

curriculum at every grade level. These PSSA results are much better than expected. And I'd like to thank the teachers, administrators and central office staff for staying focused on student achievement."

OVERALL, STUDENTS IMPROVED 7.0 POINTS (11.7%) IN READING PROFICIENCY FROM LAST YEAR

Pittsburgh Greenfield K-8
Overall increase in PSSA Proficiency

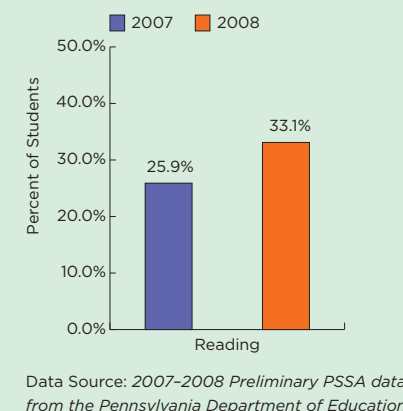
Students from Greenfield K-8 posted a 7 point gain or 11.7% increase in Reading gains from last year, moving from 59.7% to 66.7% proficient. Greenfield K-8 was among five elementary schools with the greatest improvement in proficiency.



OVERALL, STUDENTS IMPROVED 7.2 POINTS (27.8%) IN ADVANCED READING FROM LAST YEAR

Pittsburgh Dillworth K-5
Overall PSSA Increase in Advanced

Students from Pittsburgh Dillworth Pre-5 improved 7.2 points or 27.8%, moving from 25.9% to 33.1% scoring in advanced Reading. Pittsburgh Dillworth was among seven elementary schools with the greatest improvement in advanced reading.

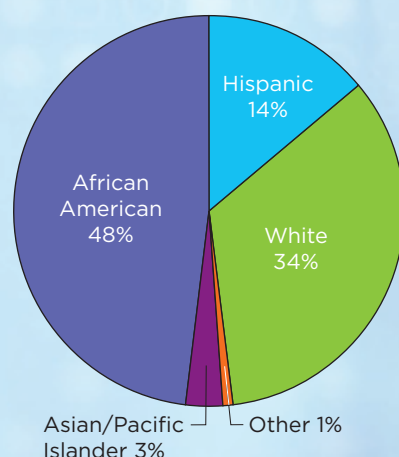


Metro Nashville Public Schools

ABOUT THE DISTRICT

According to the National Center for Education Statistics, Metropolitan Nashville Public Schools is the 47th largest school district in the country. Neighborhood schools, enhanced option, design center, professional development and magnet schools help meet students' diverse learning needs. The district serves 75,000 students in 137 schools. Students represent 84 countries and speak languages from more than 77 language groups. Approximately 40,000 students in grades K-6 participate in the *Treasures* reading program.

METRO NASHVILLE PUBLIC SCHOOLS ENROLLMENT OF RACIAL/ETHNIC GROUPS



UNANIMOUS ADOPTION OF MACMILLAN MCGRAW-HILL TREASURES PROGRAM

The Metro Nashville Public School District (MNPS) adopted the Macmillan McGraw-Hill (MMH) *Treasures* reading program in the 2007-08 school year. Every six years, the district reviews and adopts a reading program that meets state and district reading standards. The process involves grade-level committees across the district that study the various books for four months, evaluate each against both state and district standards and assess how each integrates with the district's plan for balanced literacy and meets the needs and goals of the district.

"Our adoption process allows for adoption by grade level," explains Fran Gregory, District Coordinator of Elementary Reading. "Yet, after extensive review, the Macmillan McGraw-Hill *Treasures* program stood head and shoulders above the others. Everyone in K-6 selected it as their choice for adoption. There were no split decisions."

PROGRAM USAGE

The district uses *Treasures* as its core reading curriculum for grades K-6, with resource teachers using *Reading Triumphs*, an intervention program for struggling readers, and *Treasure Chest*, the companion program for English language learners.

One of the key advantages MNPS sees with the *Treasures* program is its configuration and fully-integrated components. The Teacher's Edition is easy to follow, is sectioned in a way that fits with the district's nine week schedule and allows teachers to group students for different reading needs. Because themes are used consistently throughout the program, students using *Reading Triumphs* can return to the classroom where teachers are able to use those same themes to work with all of the students.

"IT'S AN EXCELLENT PROGRAM. IT MEETS ALL THE NEEDS OF WHERE WE IN EDUCATION NEED TO GO AT THIS POINT. AND THE SUPPORT FROM MACMILLAN MCGRAW-HILL HAS BEEN GREAT."

Fran Gregory, Coordinator of Elementary Reading

Teachers have been impressed with the quality of the literature as well as the online resources available to them as part of the program. According to Gregory, "Teachers really like the series. With previous programs, we heard many complaints. With *Treasures*, teachers are complimenting those who were involved in selecting the program. What's more, we haven't had a single complaint—that's saying something!"

An added benefit for MNPS is the integration of MMH language arts. Teachers like the fact that it is imbedded in the reading series, allowing them to teach grammar through reading.

“THE MMH TREASURES PROGRAM IS WELL-SCRIPTED AND EASY FOR TEACHERS TO FOLLOW. WE’RE VERY PLEASED WITH THE PROGRAM OVERALL.”

Jennifer Quarantello, Literacy Coach for the Metro Nashville Public Schools

The program also has elicited positive response from the students. “Students love it,” says Gregory. As she visits schools throughout the district, she sees the books being used at all levels and the students engaged in the activities. “You spot the program in use very easily every time you walk into a classroom.”

PROGRAM RESULTS

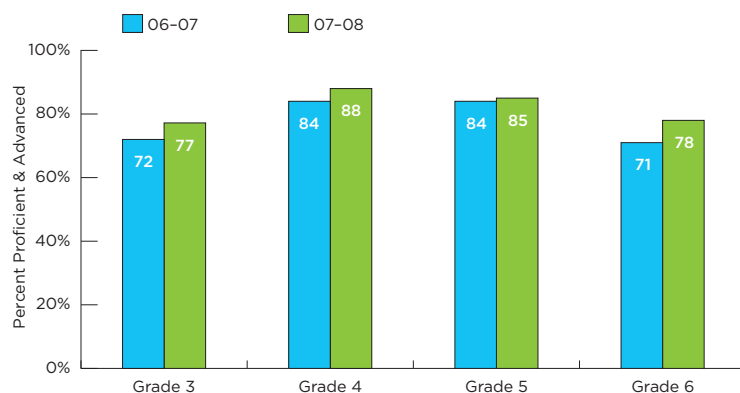
Only a year into adopting the MMH *Treasures* program, the district has begun to see improvement. Given its brief time

in use, Gregory recognizes she cannot attribute the district’s improvements solely to the use of *Treasures*. However, she sees the addition of the *Treasures* program a key component to the district’s balanced literacy approach and district-wide reading improvements.

For Reading/Language Arts, MNPS students overall in grades 3-8 had a 3 percentage point increase in proficiency from 85% in 2007 to 88% in 2008. All subgroups made improvement.

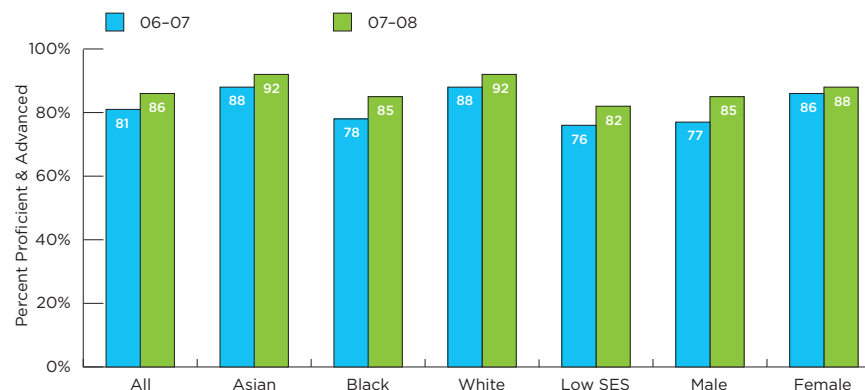
Students with Disabilities in Grades 3-6 increased in proficiency at each grade level with Grade 6 students achieving a 7 percentage point increase in proficiency from 71% in 2007 to 78% in 2008 and Grade 3 students achieving a 5.2 percentage point increase from 72% in 2007 to 77.2% in 2008.

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM READING RESULTS FOR STUDENTS WITH DISABILITIES OVER TIME BY GRADE



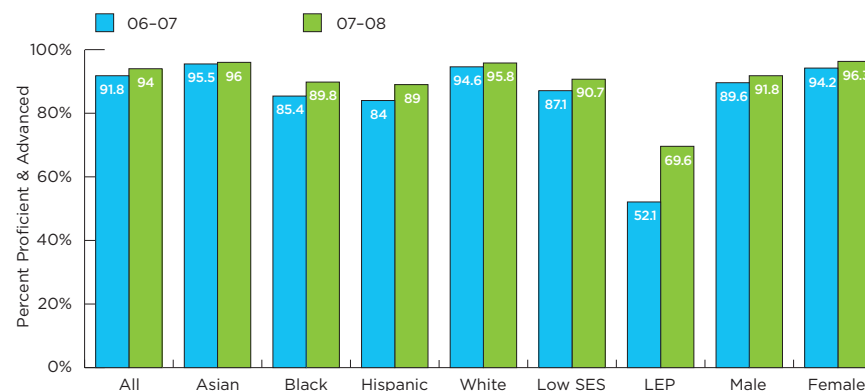
Reading results on the Tennessee Comprehensive Assessment Program (TCAP) also increased across all NCLB categories for grades 4 and 6.

GRADE 4 TCAP READING RESULTS OVER TIME BY NCLB CATEGORY



Low SES—Low Socioeconomic Status.

GRADE 6 TCAP READING RESULTS OVER TIME BY NCLB CATEGORY



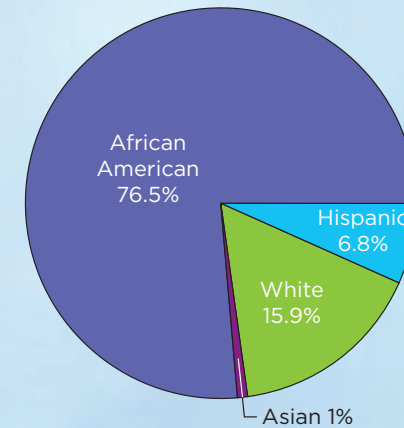
Low SES—Low Socioeconomic Status; LEP—Limited English Proficiency

Nashville Public Schools **Spotlight**

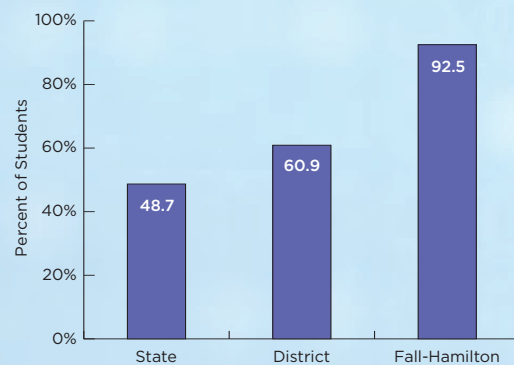
In April 2008, Fall-Hamilton Enhanced Option was recognized as one of two recipients of the 2007-2008 National Title I Distinguished School Recognition Award for the state of Tennessee.

Fall-Hamilton was selected for its progress closing the achievement gap between student groups. Criteria for the award included review of achievement data, poverty data and Adequate Yearly Progress success for two or more consecutive years. Fall-Hamilton received a perfect score from the site visit.

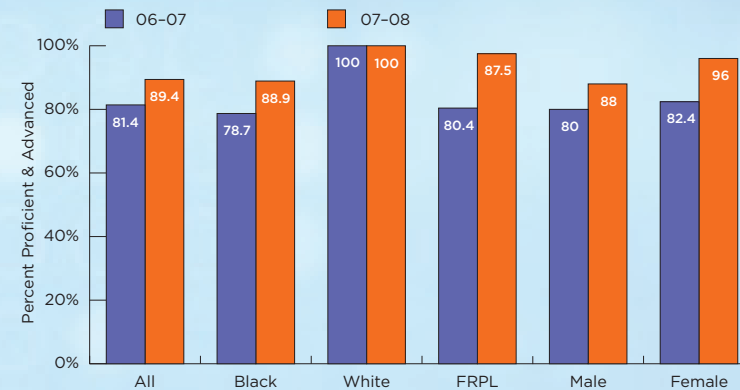
FALL-HAMILTON ENHANCED OPTION SCHOOL DEMOGRAPHICS



PERCENT OF ECONOMICALLY DISADVANTAGED STUDENTS BY GROUP 2007-2008



GRADE 4 TCAP READING ACHIEVEMENT RESULTS OVER TIME
FALL-HAMILTON ELEMENTARY ENHANCED OPTION



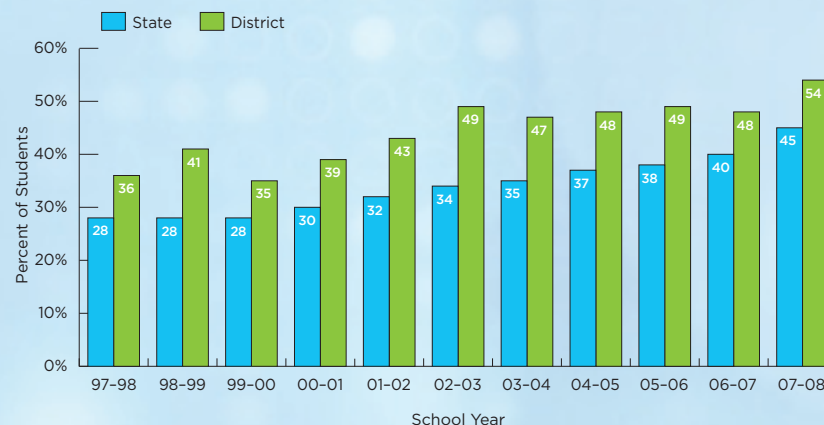
All—All Students in School; FRPL—Receiving Free & Reduced Price Lunch

Vigo County School Corporation

ABOUT THE DISTRICT

The Vigo County School Corporation is one of the largest school corporations in the state of Indiana, with a total of 29 schools serving nearly 16,000 students. Approximately 54% of these students receive free or reduced-price lunch, 24% are identified special needs students, and 14% are students of color. The ethnic diversity can be described as 86% White, 6% Black, 6% Multiracial, and 1% each Hispanic and Asian. Only 1% of the students are identified as English Language Learners.

PERCENT OF STUDENTS RECEIVING FREE OR REDUCED LUNCH



"ESTABLISHING A LEGACY OF EXCELLENCE"

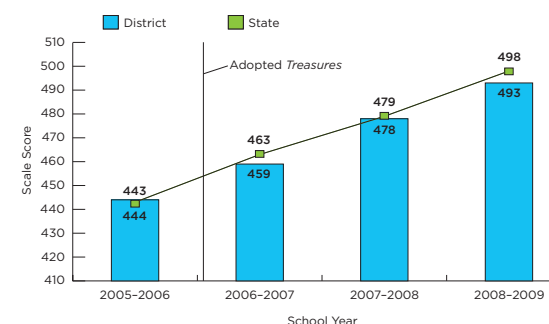
At the heart of the district's commitment to its students and their education is the district's slogan, "Establishing a Legacy of Excellence." Vigo County Schools use the Indiana Statewide Testing for Educational Progress (ISTEP) to measure what students know and are able to do at each grade level. This assessment is based on Indiana's K-12 Academic Standards that were adopted in 2000. These standards have been recognized as among the best in the country by

state and national organizations, ranking first in the nation by *Education Weekly's* annual "Quality Counts" report.

SUCCESS WITH MACMILLAN MCGRAW-HILL TREASURES

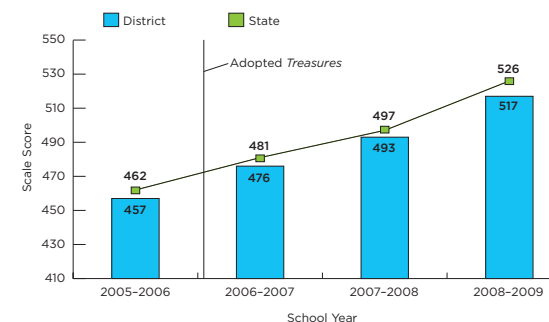
Eighteen of the Vigo County Schools serve elementary students (PK- or K-5) who are using the Macmillan McGraw-Hill core reading program, *Treasures*. Since adopting the *Treasures* program, Vigo County students in Grades 3 and 4 demonstrated increasing trends in their English/Language Arts ISTEP scores.

GRADE 3 ENGLISH / LANGUAGE ARTS SCALE SCORES ON ISTEP COMPARED TO STATE AVERAGE



Source: Indiana Accountability System for Academic Progress 2007, Indiana Department of Education <http://mustang.doe.state.in.us>

GRADE 4 ENGLISH / LANGUAGE ARTS SCALE SCORES COMPARED TO STATE AVERAGE



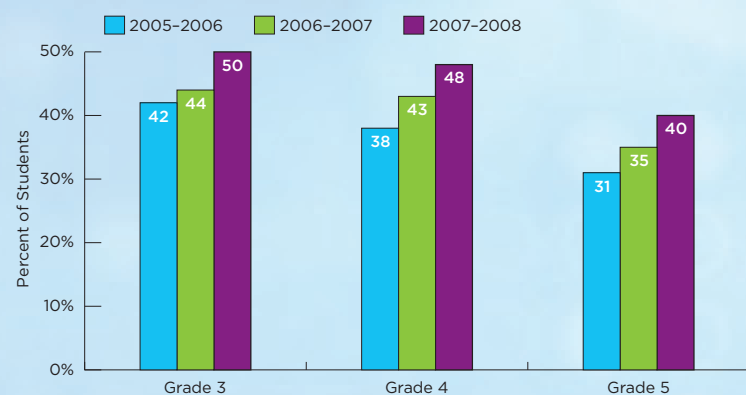
Source: Indiana Accountability System for Academic Progress 2007, Indiana Department of Education <http://mustang.doe.state.in.us>

Spotlight: Success with Special Populations

In Vigo County School Corporation School District, 22% of students have an IEP (Individualized Education Program). Since adopting the program in 2006, the percent of special education students passing on the ISTEP in Grades 3, 4 and 5 has increased year over year.

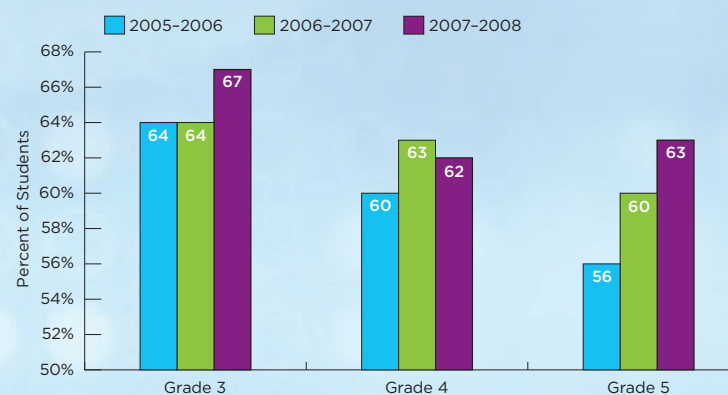
The percentage of students who receive free/reduced price lunch and pass the ISTEP has also increased over time.

ENGLISH/LANGUAGE ARTS PERCENT PASSED ON ISTEP
SPECIAL EDUCATION STUDENTS



Source: Indiana Accountability System for Academic Progress 2007, Indiana Department of Education <http://mustang.doe.state.in.us>

ENGLISH/LANGUAGE ARTS PERCENT PASSED ON ISTEP
STUDENTS WITH FREE/REDUCED PRICED LUNCH



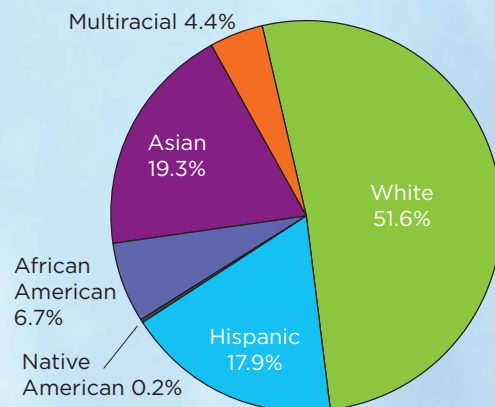
Source: Indiana Accountability System for Academic Progress 2007, Indiana Department of Education <http://mustang.doe.state.in.us>

Schaumburg Public Schools

ABOUT THE DISTRICT

Schaumburg Consolidated School District 54 is a large elementary school district with an enrollment of 14,442 students in 27 schools. The district is on the urban fringe of Chicago and has a mixed enrollment of 51.6% White, 19.3% Asian, 17.9% Hispanic, 6.7% Black and the remaining 4.6% multiracial. Students in the district speak 82 different languages in their homes with the population of English Language Learners (ELL) at nearly 14% of enrolled students. Additionally, trends continue to show greater numbers of ELL students among the primary grades than intermediate grades.

SCHAUMBERG PUBLIC SCHOOLS ENROLLMENT OF RACIAL/ETHNIC GROUPS

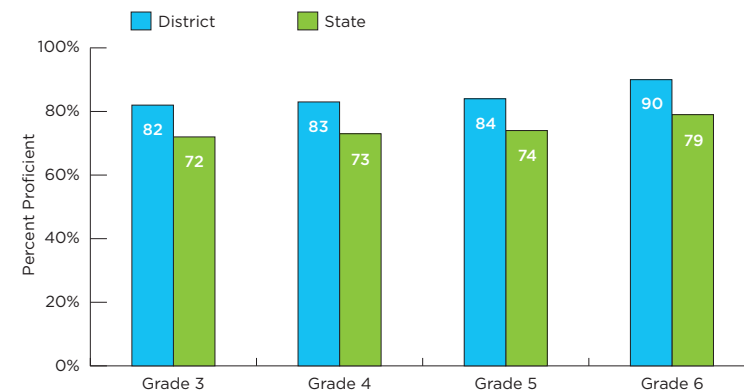


IMPROVING READING PROFICIENCY

The Illinois Standards Achievement Test (ISAT) is given to students in grades 3-8 in reading. The test is a standards-based test that measures how well students master specific skills by grade. Since adopting the Macmillan McGraw-Hill *Treasures* program, students

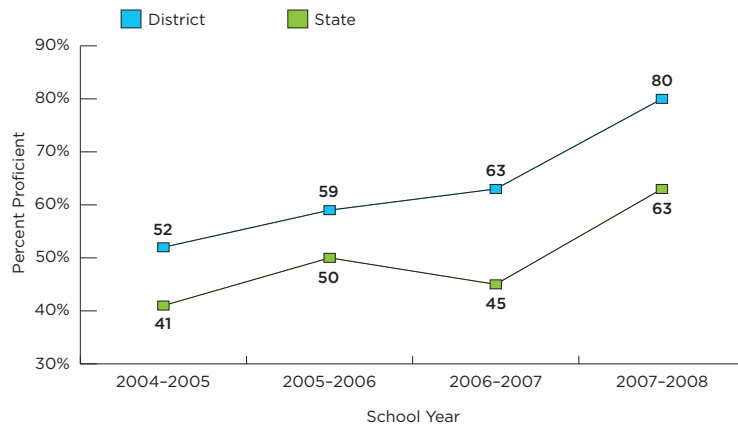
have increased and surpassed state test scores for reading proficiency in Grades 3 through 6. Additionally, No Child Left Behind Subgroups of Black and Asian students have also seen measureable increases in proficiency.

COMPARISON OF DISTRICT AND STATE READING PROFICIENCY SCORES (GRADES 3-6)



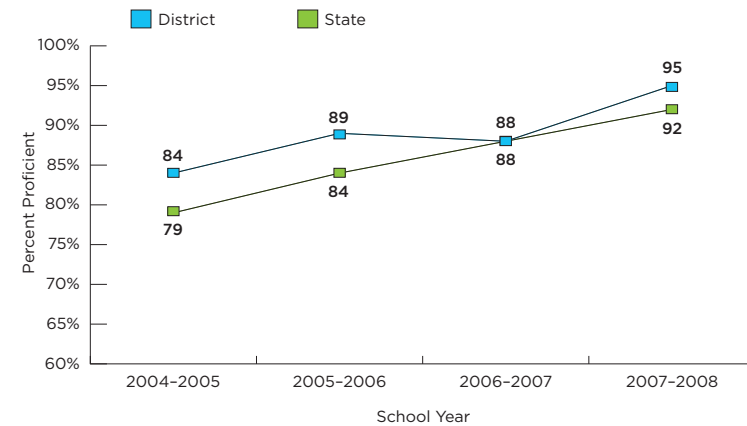
In the graph above, we see the district scores consistently higher than the state average. As the state scores rise, the district also maintains its pace.

GRADE 3 COMPARISON OF DISTRICT AND STATE READING PROFICIENCY SCORES (BLACK STUDENT NCLB SUBGROUP)



In the graph above, we see a parallel growth for the district and the state in 2004-2005 and 2005-2006. In both years, the district scores are higher than the state's. In 2006-2007 the state scores dropped, but the district percent proficient continued to rise with the implementation of the Treasures core reading program.

GRADE 3 COMPARISON OF DISTRICT AND STATE READING PROFICIENCY SCORES (ASIAN STUDENT NCLB SUBGROUP)



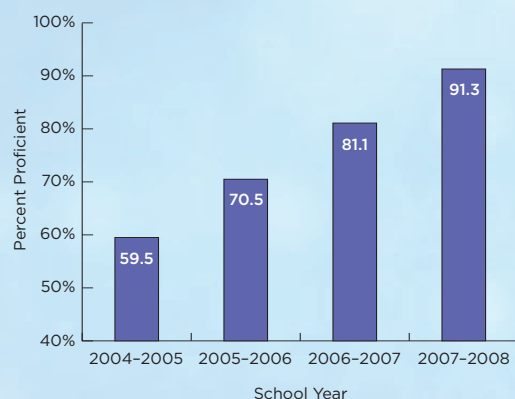
In the graph above, we see the Asian subgroup analysis of reading achievement over time. Although the district scores drop slightly in 2006-2007, they rise again in 2007-2008, to exceed the state average, as well as all previous averages. The drop in 2006-2007 may be related to the learning curve for implementing a new reading program.

Schaumburg Public Schools **Spotlight**

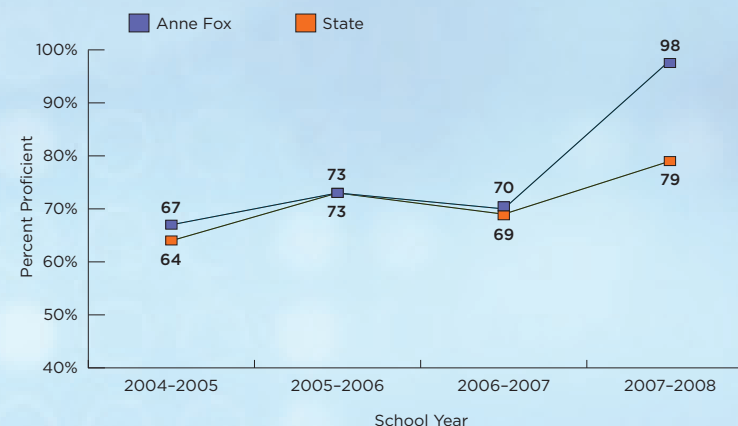
In 2008, Anne Fox Elementary School was recognized by the Illinois State Board of Education with the 2008 Academic Improvement Award for "exemplary gains in performance on Illinois State Learning Standards." One of only 153 schools across the state to receive this honor, Anne Fox's reading and

math performance moved from 80.6% of students meeting or exceeding state standards in 2006 to 95% of students meeting or exceeding state standards in 2008. This is a 7.9 point improvement from 2007 to 2008, and a 14.4 point improvement from 2006 to 2008.

**ANNE FOX ISAT READING ACHIEVEMENT OVER TIME
PERCENT MEETING AND EXCEEDING STANDARDS**



**GRADE 3 ISAT READING ACHIEVEMENT
COMPARISON OF ANNE FOX TO STATE**

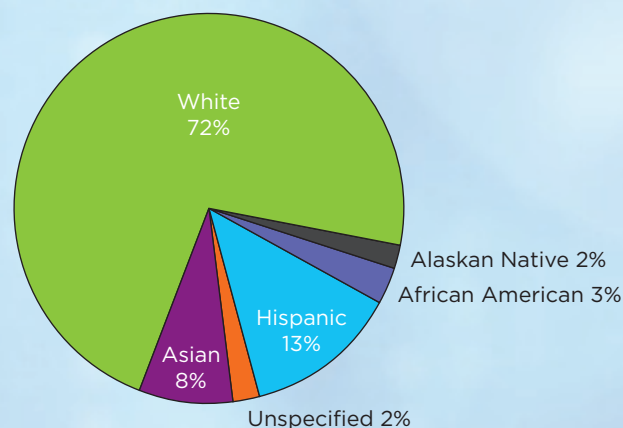


North Clackamas Schools

ABOUT THE DISTRICT

North Clackamas School District enrolls over 17,000 students, ranking fifth in student enrollment in the state of Oregon. Considered a “ring district,” North Clackamas serves more than 40 square miles and is located 12 miles from downtown Portland. Included are the incorporated cities of Milwaukie, Happy Valley, and Johnson City, as well as the neighborhoods of Oak Grove, Concord, Clackamas, Sunnyside, Mount Scott, Southgate, and Carver. The district has experienced growing diversity and poverty. Although the average poverty rate for the district is 34%, poverty rates range considerably between schools from 7% to 75%, with the districts’ 11 Title I NCLB schools averaging between 45–75%. The district’s demographics for English Language Learners (ELL) is approximately 12% overall.

NORTH CLACKAMAS PUBLIC SCHOOLS ENROLLMENT OF ETHNIC GROUPS



Source: www.nclack.k12.or.us

SELECTING MACMILLAN MCGRAW-HILL TREASURES PROGRAM

North Clackamas School District (NC12) adopted the Macmillan McGraw-Hill (MMH) *Treasures* reading program in the 2006–07 school year. Prior to this district-wide adoption, the district had four separate official adoptions. The challenge, according to North Clackamas Director of Instructional Improvement, Amy Petti, Ed.D, was that these programs were not philosophically aligned — with each other, or the district. Everything varied by teacher — what students would read, how the teacher would teach, how long the students would read, etc. “Our kids were in an educational lottery system,” explains Petti. “We were essentially in a curricular chaos. Our teachers were working really hard, but in isolation. And there was no cohesion of philosophy, program materials or time.”

The district reviewed a number of programs, before selecting the MMH *Treasures* program. “One of the main reasons we selected MMH *Treasures* was that the anchor philosophies used to develop the curriculum were aligned with our own,” states Petti. Additional merits of the program that were significant included:

- Quality of the main selections with 60% non-fiction literature
- Continued fluency practice in upper grades and exceptional strength in vocabulary — something that was missing previously

- Strength of the ELL component
- Cycling of comprehension strategies on a six-week cycle
- Spiraling of comprehension strategies and skills
- Clarity and consistency for collaboration across all teachers and specialists

PROGRAM USAGE

The district adopted the Macmillan McGraw-Hill *Treasures* program in 18 elementary schools (K-6). According to Petti, the first year of adoption really focused on helping teachers learn the program and implement it across all levels.

“AFTER THE FIRST YEAR, WHEN I ASKED TEACHERS WHETHER THEY WOULD STILL ADOPT AND USE THE MMH TREASURES PROGRAM IF THEY HAD A CHOICE, THE OVERWHELMING RESPONSE WAS YES.”

Amy Petti, Ed.D,
Director of Instructional Improvement

“We created a pacing guide that lays out the year so teachers and specialists are all working together knowing what topic is being discussed each week,” says Petti. “Initially, there was a lot of noise among the teacher population that we were forcing teachers to conform and eliminating creativity. By mid-year, the noise was gone. And, by May, teachers were saying things like, ‘We need it. It helps us work better.’ They had moved passed the idea of being curriculum

designers and began seeing themselves more as instructional leaders.”

Since then, the district continues to expand its focus to incorporate interventions and develop deeper comprehension. As a result, Petti has seen an additional benefit. “Our teachers know so much more about teaching reading as a result of this program,” says Petti. “In a way, the program teaches students to read better and teaches teachers to teach reading better.”

“DEDICATED STAFF USING RESEARCH-BASED TEACHING APPROACHES ARE IMPROVING OUR ABILITY TO TEACH ENGLISH LEARNERS EFFECTIVELY.”

Karon Webster, English Learner Program Director

And the students? The nonfiction selections are motivating for students.

According to Petti, students are choosing to read and reading more—and not just stories and literature. She sees it as a huge benefit for the students. They are being better prepared for the reading they will do as learners. After elementary school everything students read outside of English class will be nonfiction, instructional reading.

So, what would Petti tell a district considering the MMH *Treasures* program? “I would highly recommend the program,” exclaims Petti. “The materials are excellent. There is true brilliance in how they were designed—the quality, variety and leveling are simply fabulous.”

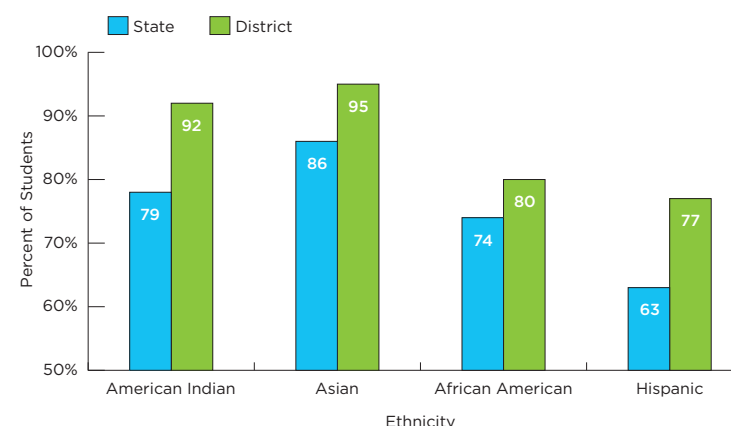
PROGRAM RESULTS

Since adopting the MMH *Treasures* program, the district has made substantial progress in raising student achievement levels. In 2007–2008, North Clackamas

students surpassed the state average in math and reading at nearly all benchmark levels. Of the 17,000+ students in the district, 11% are English Learners. Test data from the Oregon Department

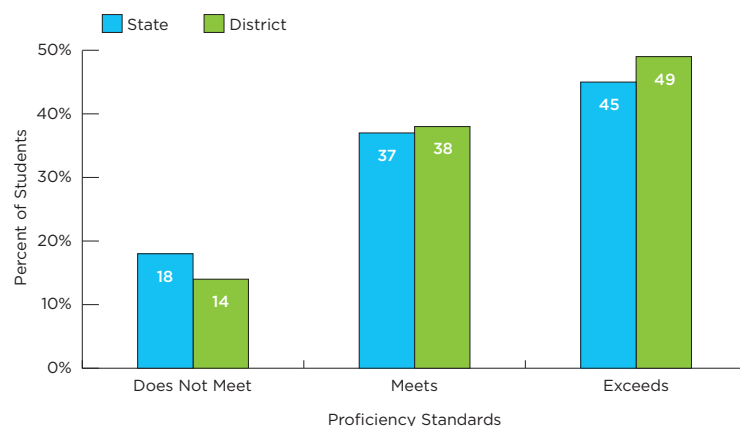
of Education reveals that English Learners in North Clackamas Schools outperformed the state average for English Learners in reading and writing at every grade level.

DISTRICT TO STATE COMPARISON READING PROFICIENCY — GRADE 3 STUDENTS OF COLOR



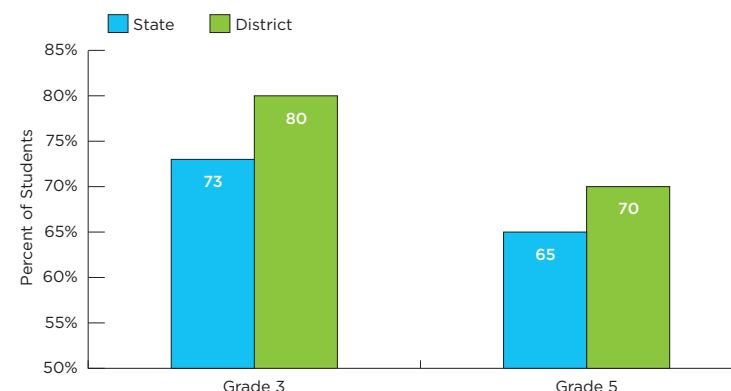
Source: www.nclack.k12.or.us

DISTRICT TO STATE COMPARISON — GRADE 3 READING ACHIEVEMENT SCORES



Source: www.nclack.k12.or.us

DISTRICT TO STATE COMPARISON READING PROFICIENCY — GRADE 3 & 5 FREE AND REDUCED PRICED LUNCH STUDENTS



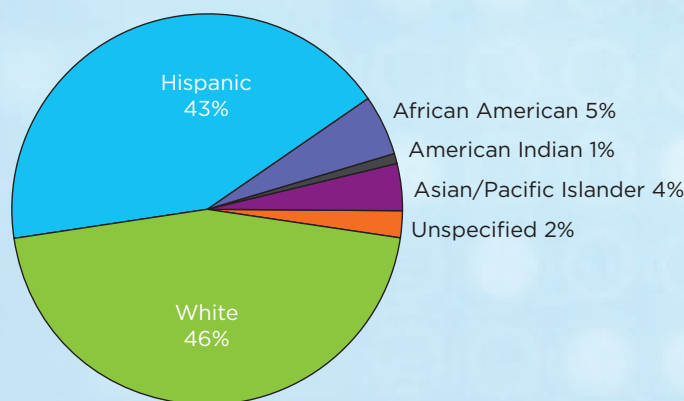
Source: www.nclack.k12.or.us

North Clackamas Schools Spotlight

Lot Whitcomb Elementary is a unique learning environment, composed of outstanding and dedicated teachers, hard-working support staff, great students, and strong community partners. Whitcomb was dedicated in 1959, and has served as a hub for the vibrancy within the community. Whitcomb has a significant ELL population and identifies 43% of the school's 636 students as Hispanic.

Whitcomb believes that all children are successful learners. Instruction is crafted to meet the individual needs of all students. Teachers work collaboratively during a 90-minute literacy block, which provides students with optimal learning opportunities.

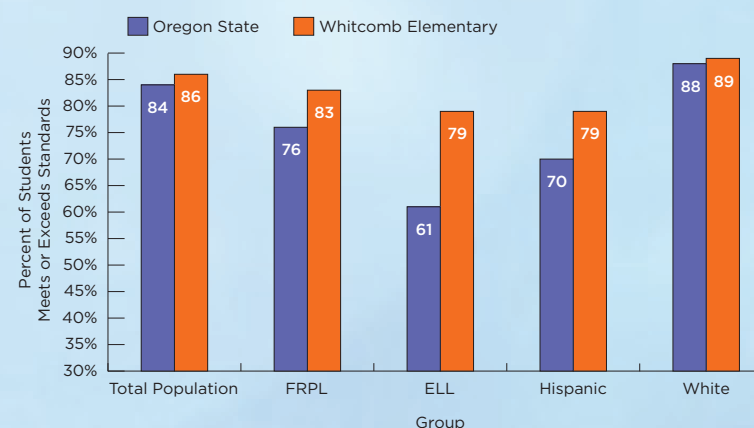
WHITCOMB ELEMENTARY SCHOOL DEMOGRAPHICS



Source: www.nclack.k12.or.us

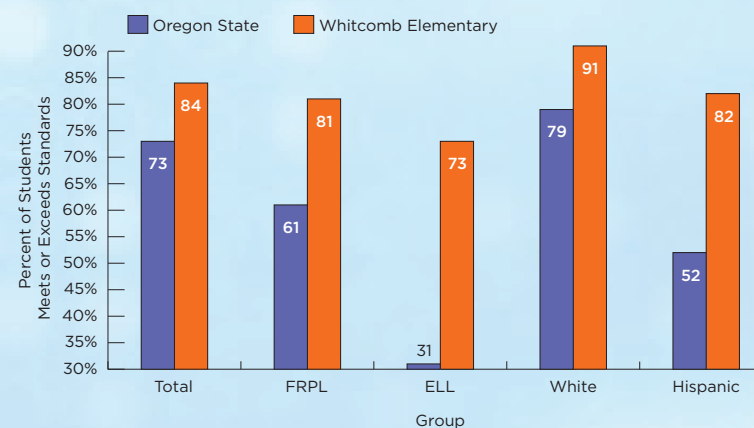
Students from Whitcomb Elementary exceeded state percentages for "Meets or Exceeds Standards" for general achievement across various segments of the population.

COMPARISON OF WHITCOMB ELEMENTARY TO STATE — GRADE 3 GENERAL ACHIEVEMENT



Source: www.nclack.k12.or.us

COMPARISON OF WHITCOMB ELEMENTARY TO STATE — GRADE 6 GENERAL ACHIEVEMENT



Source: www.nclack.k12.or.us